



# National Congress Bulletin

NOVEMBER 1954 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 22, NO. 3

## Dear P. T. A. President:

**T**HE OTHER day I wanted to use my oven, and I couldn't find a match. It was exasperating. There was a good, efficient gas range, all set to bake my cake, but it wouldn't work because I couldn't supply the flame.

● It occurred to me then that a good many human beings and organizations are like that—they need something outside themselves to spark them into action. That something, that flame that sparks our P.T.A.'s into useful action, seems to come from our national and state conventions, our district and council meetings. At least, that's the feeling I had this past month as I attended state conventions in Vermont, West Virginia, and Minnesota. And the P.T.A. presidents I talked with felt so too.

● Some of them came to their state convention feeling frustrated, just as

frustrated as I did about my oven the other day. But every convention supplied plenty of matches—inspiring ideas and practical solutions. More than one unit president came up to me and said, "This is my first convention. It's been wonderful. I had no idea it would be so helpful. I won't miss another."

● My one disappointment was that not every unit had sent a representative. Don't miss your council meetings, district or regional conferences, and state convention. And don't hesitate to bring up problems. Shared problems are the ones that get solved.

● For example, one unit president was dismayed by the attitude of the school principal, who thought that the P.T.A. was "interfering" when it planned to discuss report cards and the method of teaching reading in the school. As we

talked over the situation in that P.T.A., we found that the principal, although he or his representative sits on the executive committee, had not participated in planning the program. We found we needed to clarify our thinking on two basic matters: on the relationship of the principal to the P.T.A. and on the role of laymen—parents and citizens—in education. The right approach for that P.T.A. then became apparent.

● The relationship we want with school principals is one of constructive cooperation. Cooperation means working together, and if the P.T.A. and the principal are to work together, they have to plan together. They have to share ideas and information and exchange opinions. Sometimes the best and most beneficial way to work together may be to have a chat with the principal before plans are discussed formally in a meeting. It would seem beneficial if for no

*(Continued on page 2)*



● State congress presidents and extension leaders take part in a buzz session during the nation-wide conference held by the National Congress September 21 and 22 in connection with the

fall meeting of the Board of Managers. The goal of this unique conference was to broaden and strengthen the effectiveness of the P.T.A. in every state of the Union.



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other reason than that it would give the principal an opportunity to think over the problems raised during such a chat and to come into an executive committee meeting better prepared to make his contribution to the plans. At committee meetings plans can then be discussed and examined in the light of both P.T.A. policies and school policies. They can be modified if there is any possibility of conflict with either.

• The poet Robert Frost has said, "Good fences make good neighbors." That's a wise observation that we can apply to this question of "interference." We should know and heed the boundary between the school authorities' province and the laymen's. Today there is general agreement that all the people of a community should participate in determining education content, but that the selection of teaching methods and materials is the responsibility of professional educators. Teaching methods change just as modes of transportation do. The first horseless carriages looked pretty silly to most people, but they have proved superior to horse-drawn vehicles. Teachers and principals, if we ask them, usually welcome an opportunity to explain the new teaching methods to interested, sympathetic parents. They can help us understand the reasons for using one technique rather than another.

• The teacher shortage, especially in rural areas, received much attention at a conference on rural education. Teacher recruitment is one of our major concerns today. Perhaps your members might want to discuss such questions as: Why do you think more young people are not entering the teaching profession? Do you think it is a question of poor compensation or lack of prestige or both? Are you encouraging your own children to become teachers? Why or why not? Is teaching an attractive career in our community? How can we make it more so? How many of us have invited teachers into our homes since September?

• November is another full month. First on the calendar is American Education Week, November 7-13. This is a special responsibility of ours for we are co-sponsors of the event. Because we are so keenly aware of the importance of education to the development of the individual and to the strengthening of our country, we have a tremendous obligation to stimulate wide public support of our schools. We cannot have good schools without it. American Education Week is a golden opportunity to greet visitors to our schools—particularly those who are coming for the first time;

to invite them to come again; and to enlist their participation in the action program of our P.T.A.

• Book Week is scheduled for November 14-20. This is another deep concern of ours. In our war against the hordes of barbarous, harmful comic books and TV and radio programs that invade our children's lives, we have a powerful ally in good books, which are becoming increasingly available in attractive, inexpensive editions. Is there a plentiful supply of these in public libraries? Do parents and children know about them? Is there a TAB (Teen Age Book) club in your high school? How do parents' attitudes toward reading influence children? How can the *Carnival of Books* radio program stimulate reading? These are some questions your P.T.A. may want to consider.

• Finally this month comes Thanksgiving. The family celebration, we all know from experience, can have real spiritual significance in a child's life. As P.T.A. leaders, let us be especially grateful this Thanksgiving for the human capacity to cooperate. *Together* is a magic word; it calls forth a creative, constructive force for better homes, better schools, and better communities. Let's put it to work in our P.T.A.

Loyally yours,

*Lucile P. Leonard*

MRS. NEWTON P. LEONARD, President  
National Congress of Parents and Teachers

## YOU ARE INVITED!

Will your P.T.A. be represented at the national convention in May 1955 when we dedicate our new headquarters home? Now is the time to begin planning the trip. There are plenty of hotels, motels, and other accommodations to take care of all; so come along and bring as many as you can with you. A warm welcome will await you, and you will have a part in one of the most significant national events of 1955.

Place: Chicago, Illinois

Dates: May 23, 24, 25-1955

### NATIONAL CONGRESS OF PARENTS AND TEACHERS Executive Committee

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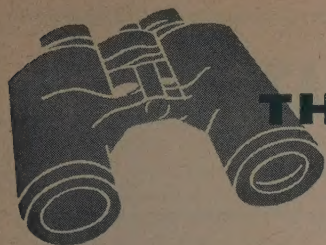
*Members-at-large:*

Mrs. C. W. Detjen, Missouri  
Henry F. Helmholz, M.D., Minnesota  
Mrs. James Fitts Hill, Alabama



• For the first time this new conference room at national headquarters was used by the National Congress Executive Committee during the September Board meeting. Seated clockwise around the table are Mrs. Bickel, Mrs. Stinnett, Mrs. Lawrence, Mrs. Leonard, Mr. Hunter, Mrs. Walker, Dr. Headley, Mrs. Failland, Mrs. Nordfors, Dr. Helmholz, Mrs. Ludlow, Mrs. Detjen, Mrs. Mims, and Mrs. Brown. Unable to be present were Mrs. Hill and Dr. Oberholtzer.





# THROUGH OUR Fieldglass

Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

## Summer Fun—P.T.A. Style

In Tennessee a local unit set the pace for a children's recreation program—not by raising funds for equipment but by starting a pilot project that could be adopted by the community. The plan began with members' concern over the lack of amusement for children during the summer months. The school playground was available and fully equipped, but there were no trained personnel to man it.

The principal, who was also interested in this problem, sent a letter to parents inquiring if they would like to launch a vacation program for youngsters. They responded enthusiastically and met with a coach from a near-by college who instructed them in the fundamentals of playground techniques.

For the first year of this project parents took weekly turns as playground supervisors. Soon the entire community became aware of the program, and the following year a recreation director was hired by a civic group to direct soft-ball teams and other athletic activities.

The secretary of the P.T.A., who is a teacher, now conducts a craft class as part of her contribution to the program. Swimming is also offered one day a week in a neighboring town, to which fifty children are transported by P.T.A. members. A story hour is sponsored for different age groups every week.

A popular feature of the program is an active reading club for children from the first to the ninth grades. A folder in the shape of a bookmobile lists kinds of books available. When students have read a book in each category, they receive a certificate from the state office of the Tennessee Regional Library. As a result children's reading over the summer has shown a remarkable upswing.

## On Tennessee's Health Front

Council members in another Tennessee community were concerned because many parents had little or no knowledge of state facilities for retarded children and for those with hearing and speech defects. So they sponsored a series of meetings interpreting the role of state aid in special education programs. Another council established a speech clinic,

a companion to its well baby and tuberculosis clinics. Dental health has also received attention from various councils, which have promoted fluoridation of water and free dental examinations in the schools.

## Easy Entry

For parents who don't usually come to meetings, a Virginia unit has developed an easy way of presenting its current program. Twice a year the school has preregistration, at which time the P.T.A. has a "chatter hour." Members of a large hospitality committee individually greet parents who accompany their children, take them to the registration desks, introduce them to the others, and invite them to have some refreshments. The president reports a striking increase in parent-teacher membership and renewed participation in the unit's activities as a result.

## Keeping Posted

School superintendents in a Tennessee community welcome a running inventory of school needs made by a special P.T.A. committee of council and local unit members. The committee visits each school and then submits a list of needed equipment to the superintendent, who places as many items in the budget as possible. The remainder are included in the appropriation for next year. Says the council which organized the committee, "Now it isn't necessary for us to go to the school board during the year to urge it to make additional requisitions." All needed equipment is purchased from public funds.

## NATIONAL CONGRESS BULLETIN

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## EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

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Assistant editor: Mrs. Cora C. Barron.

## Graphic Review

Here's a new way to present committee reports: In Virginia one local unit asked its chairmen to submit outlines of their accomplishments during the year to the art chairman. She and her assistants made original posters four feet high illustrating the work of each committee. The night of the annual meeting they were placed around the room so that members could quickly grasp the range of committee activities throughout the past year.

## P.T.A. Handicrafters

A kindergarten in Des Moines, Iowa, is now using authentic P.T.A. handicrafts for its equipment. Members decided to try their hand at making bookshelves, a doll house, and toy ironing boards and stoves after the room representatives and the kindergarten teacher drew up a list of materials to be used in a unit of work.

Later, when the children were learning the use of money, unit members built a model community—with a store, post office, and other buildings—for the classroom. These amateur carpenters have had a lot of fun in the building, and the children's program has been immeasurably enriched.

## MAGAZINE CLUBS

April 1, 1954—March 31, 1955

To encourage progress and to acknowledge achievements, P.T.A.'s will be offered membership in four *National Parent-Teacher* magazine clubs:

25-or-More Club	100-or-More Club
50-or-More Club	500 Honor Club

When a P.T.A. has forwarded enough subscriptions to qualify for a club, the magazine chairman may claim a Magazine Club certificate. To secure the certificate the person claiming it for the P.T.A. must notify the Magazine Office in Chicago, stating the number of subscriptions and the dates on which they were sent to Chicago. Certificates will not be given unless this information is submitted. Requests for certificates should be addressed

Certificate Department  
National Parent-Teacher  
700 North Rush Street  
Chicago 11, Illinois





## Legislation **RECOMMENDATIONS** for State Congresses

THE following suggested areas for study and action involve state and local legislation rather than federal laws. Passage of sound state laws and local ordinances is but the first step, however. Interest should be sustained in order to ensure high standards of administration and enforcement.

### Legal Bases for Adoption and Guardianship of Minors

● Adoption is an important part of modern social process. More than half our states have emphasized this with new or amended adoption laws in the past three years. Continuing concern with this problem is expressed by the Board of Managers of the National Congress through the recommendation that the legislation committee of each state congress continue careful review of the current and proposed state legislation for adoption and guardianship of minors.

Objectives of adoption laws should be to provide protection for:

The child from unnecessary separation from parents, from adoption by unfit persons, and from interference in adoptive home.

The own parent from hurried decisions to yield child.

The adoptive parents from hereditary defects of child and from disturbance by natural parents.

Among the principles of adoption that help to achieve the above objectives are included:

Preservation of the child's identity without stigma.

Examination of adoption placements by qualified social agency on behalf of the court.

Safeguarding the new parental rights by termination of own parent rights.

Adoption proceedings held in home state of petitioners for adoption, in their local community, and in court with jurisdiction over children's cases.

Court hearings and records held confidential.

Consent to adoption obtained from natural parents or person or agency legally responsible.

Provision for trial period of adoptive residence, including visits by authorized agency representative.

The Board recommends further that the significant gains made in the legal bases and practices for adoption and guardianship of minors during the past decade be the basis for continued emphasis in this area.

Other principles of adoption and related information are to be found in such sources as:

*Essentials of Adoption Law and Procedure.* Washington, D.C.: Children's Bureau Publication No. 331, Social Security Administration, 1949.

*Guardianship, A Way of Fulfilling Public Responsibility for Children.* Washington, D.C.: Children's Bureau Publication No. 330, Social Security Administration, 1949.

*Social Work Year Book.* New York: American Association of Social Workers, 1951.

### Child Labor Laws

● Federal control of child labor, which is administered through the federal Fair Labor Standards Act, applies only to industries engaging in interstate commerce or producing goods for shipment in interstate commerce. Other than this, each state makes and enforces its own child labor laws.

The federal Fair Labor Standards Act, as amended, gives the federal government authority to prohibit the employment of children under sixteen in any state while school is in session. The children of migrant workers present the greatest problem in this field. Eleven occupations have been declared hazardous for children under eighteen and are closed to them. There is no protection under this law for newsboys.

State congresses are urged not only to bring their state laws up to the standards of the federal Fair Labor Standards Act but also to be alert to defeat attempts to weaken existing state child labor statutes.

### Children of Agricultural Migrant Workers

● Seasonal agricultural labor is important to the economy of many states, and the crops harvested by this labor force are vital to the health and welfare of the American people. It has been estimated that annually as many as one million children suffer the disadvantage of following the crops. Because their families move from state to state, these children fail to receive the education, health, and welfare services available to resident children. They are generally not well accepted in the communities through which they pass, with the result that their education is sketchy, they are missed in immunization campaigns, their remediable defects are not cared for, they often suffer from severe malnutrition, and many are illegally employed. Even the limited services available to nonresidents often fail to reach them.

This complex problem requires study and teamwork for solution. The services of state departments of education, public health, and public welfare, and of state labor commissioners are involved as well as those of local communities and private agencies. Some cooperative arrangements with other states may be desirable.

It is suggested that state congresses study the situation of migrant children within their states, and that each congress work in cooperation with its state governor and appropriate agencies in developing programs to meet the needs of these children.



**LEGISLATION RECOMMENDATIONS (Continued)****Juvenile Detention**

- The Board of Managers urges each state congress to study conditions under which juveniles are detained in court custody and then determine whether state or local legislation is needed to improve these conditions or more adequately protect the interests of the children and youth who are affected by the conditions.

In seeking to improve protective services for children and youth, there are several areas in which every state should be concerned. When is detention necessary? Is the practice abused? Do your grand juries, probation commission, or other groups having official status make periodic investigations and reports?

What is the definition of a "child" so far as arrest and detention are concerned? What is the philosophy underlying detention of juveniles in your state? Is it designed to be purely custodial, punitive, rehabilitative, or a combination of two or more of these?

Are children who are neglected or dependent because of home situations separated from those held for delinquencies? Is the same true of transient children and those held as material witnesses?

Are there standards set by local or state authorities for the facilities in which these juveniles are held and for the personnel who administer them?

How do detention services in rural or urban centers compare with those in metropolitan areas?

Do you encourage local units to visit jails and juvenile halls (or detention homes) to determine and report whether juvenile offenders are segregated from adult inmates and how long juveniles are held in custody before court hearings?

Is there a state agency especially concerned with youthful offenders?

The answers to the questions should indicate whether better laws, better administration, or greater public understanding of the problem is needed in your state.

**Recreation**

*(This item has been a part of the Policies section of the National Congress Legislation Program since 1947, having had the approval each year of a majority of the state congresses. As the subject matter is related to state, rather than national, governmental organization, the item will appear in this section hereafter.)*

- Adequate community recreation services should be provided through public support.

We encourage the support of state agencies authorized to assist local governments in setting up recreation programs.

**Safety****Laws Governing Traffic Safety**

- Because of the ever increasing number of highway traffic accidents, the Board of Managers recommends that each state congress work for:

Enactment of state driver-licensing laws conforming to national standards, to the end that every driver of an

automotive vehicle may be physically, mentally, and emotionally fit to drive and fully aware of his responsibility to the public as the operator of a motor car.

Enactment of modern, comprehensive, and uniform traffic laws and ordinances based on the Uniform Vehicle Code and the Model Traffic Ordinance, both available from the National Safety Council.

Requirement that all owners of motor vehicles carry such public liability and property damage insurance—or prove personal responsibility—as will give proof of their ability to pay for personal injury or property damage caused by motor vehicles owned or operated by them.

Provision of budget and personnel organization adequate to enforce laws governing traffic safety.

**Fire Prevention**

- Because of the great losses in human lives and property each year through fires, the Board of Managers recommends that state congresses give full cooperation to governors, mayors, school superintendents, and all officials in the fields of education, engineering, and enforcement in putting into effect these recommendations of the President's Conference on Fire Prevention:

Study of existing building codes.

Strengthening of state-wide fire prevention laws.

**Fireworks**

- State congresses, who worked for its passage, take satisfaction from the fact that on July 1, 1954, newly enacted federal legislation became effective, prohibiting transportation of fireworks into any state in which sale or use of such fireworks is prohibited by state law. It should be noted that the federal law does not affect state laws regulating sale, use, manufacture, or possession of fireworks but is intended to prevent circumvention of such statutes. The manner and degree of regulation and the administration and enforcement of state laws governing fireworks remain the responsibility of the citizens of each state.

**Community Safety**

- Community surveys should be undertaken to the end that appropriate legislation may be enacted to safeguard children from hazards such as unused wells, abandoned buildings, unprotected quarries and pits, and irrigation ditches in residential areas.

**Correlative Efforts for Child Welfare Legislation**

- The Board of Managers recommends that state congresses work for the establishment of a state commission or council composed of representatives of state agencies and organizations concerned with the welfare of children and youth. Such a commission or council can be most effective in coordinating efforts to secure legislation needed to improve services for children and youth.



- Remember our *National Parent-Teacher Magazine* when making up your Christmas list. It's an appropriate gift for all who are interested in children and youth. Subscription rate in U.S. and Poss. is only \$1.25 for ten issues. Order from

**National Parent-Teacher**  
700 North Rush Street  
Chicago 11, Illinois



# Human Rights Day—December 10

ON December 10, 1948, the General Assembly of the United Nations (by a vote of 48-0, with 8 countries abstaining) proclaimed and approved the Universal Declaration of Human Rights, which has already had a powerful influence throughout the world.

In 1950 the General Assembly suggested that all governments and all *interested organizations* mark the 10th of December as Human Rights Day in suitable recognition of the fact that the foundation of freedom, of justice, and of peace in the world rests on the recognition of the inherent dignity in, and the equal rights of, all members of the human family.

Just as our own Bill of Rights explicitly lists rights and freedoms to guarantee those "unalienable Rights" referred to in our Declaration of Independence, the United Nations declaration proclaims certain basic rights and freedoms which all nations should try to achieve for all members of the human family—namely, natural, social, and cultural rights, as well as civil, political, and economic rights. Enumerated are many of the rights and freedoms which we Americans take for granted but which many peoples have yet to secure: free speech, the right to own property, the right to marry the person of one's own choice, equality before the law, the right to be presumed innocent until proved guilty, the right to safety from arbitrary arrest, and the rights of free assembly, of participation in government, and of free and secret voting. It stresses the rights to liberty, life, and security, freedom of religion, and to an education; the right to work with free choice of employment, and equal pay for equal work; the right to join trade unions; and the right to a decent standard of living.

These principles have been established, approved, and proclaimed by the United Nations, but their implementation or enforcement by means of covenant or treaty is still to be accepted. A United Nations Commission on Human Rights is hard at work drafting an international covenant which, on completion, will be submitted first to the Economic and Social Council and then to the General Assembly for approval. After such approval, it will be submitted to individual nations for ratification that will make it legally binding on the countries which ratify it. Much remains to be done.

The declaration *has* already had tremendous influence in the drafting of constitutions for newly independent nations or newly born nations. It has served as a model for basic laws and bills of rights drawn up in various parts of the world. It has influenced both the legal thinking of nations and the moral behavior of persons.

The United Nations Conference at San Francisco in 1945 regarded the promotion of respect for human rights and fundamental freedoms as an essential basis for international cooperation in the interests of peace and security. It may be that if the Universal Declaration of Human Rights ultimately becomes as much a part of the U.N. Charter as the Bill of Rights is a part of our Constitution, the first great objective of the United Nations, "To save succeeding generations from the scourge of war," can also be achieved.

—MRS. FLOYD B. NEWELL  
*International Relations Chairman*  
National Congress of Parents and Teachers

(The text of the Universal Declaration of Human Rights can be obtained free from the Department of Public Information, United Nations, New York.)

## AN EVENT TO REMEMBER

### American Education

**Week**—The nation's schools extend their special invitation to the public to see the schools in action by visiting classrooms between November 7th and 13th. The sponsoring organizations—the National Education Association, the American Legion, the U.S. Office of Education, and the National Congress of Parents and Teachers—have declared:

"Wishing for good schools is not enough. Communities have good schools when the people want them enough to take an interest in them, to work for them, to cooperate with them. American Education Week is an appropriate time to *reexamine the educational program of your community*. What is your school doing best? Can it do some things better? To help your school, you need to be well-informed about it."

### Be a Shareholder in America!

• Democracy is a sound investment. Peace is worth saving for. Buy U.S. defense bonds and stamps to keep America strong and safe. Bonds pay interest in national security as well as money. Insure your future and that of your children.

Does your school have a School Savings Program? If not, start one this year. Write the Education Section, U.S. Savings Bonds Division, Treasury Department, Washington 25, D.C., for helpful information and bulletins.

"Save—Serve—Conserve."



• The directors of National Parent-Teacher: The P.T.A. Magazine also used the conference room at national headquarters during the September Board meeting. The directors are members of the National Board of Managers and serve the magazine in a volunteer capacity. Clockwise, from left to right, they are Mrs. Joel Burkitt, Mrs. Newton Leonard, Mrs. L. W. Alston, Dr. John Headley, Rulon Manning, Mrs. Glenn Rogers, Mrs. T. J. Mims, and Mrs. Rollin Brown. Mrs. James Fitts Hill was unable to attend because of illness in the family. Other directors unable to be present were Mrs. T. H. Ludlow and Dr. Ralph Ojemann.



# WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

## Bicycle Safety Campaign in South Sioux City

Young cyclists in South Sioux City, Nebraska, agree that it's smart to be safe, after completing a series of bicycle tests launched by the parent-teacher safety council. The P.T.A. group opened a two-week safety campaign in April by getting all grade and junior high school students to register their bikes with the police department.

The next step was a contest. Children from kindergarten through the third grade were asked to submit slogans on cycling; older boys and girls were invited to write essays on safety. Two teachers and an attorney acted as judges of the contest.

The second half of the campaign consisted of a bicycle checkup and a driver's test. Bicycles were carefully inspected for safety. Then their riders demonstrated how to mount and stop a bicycle, how to guide it through an obstacle course, and how to give hand signals.

In all, 175 children passed the test successfully. The proof is in their "bicycle safety licenses" that they now carry proudly wherever they ride.



• Volunteer teams of P.T.A. members and clubwomen in Columbus, Georgia, made a house-to-house canvass of a tornado-ravaged section of the city under Red Cross supervision last spring. They also took requests for used clothing, which was later delivered to the homes. Here they meet in a church to receive instructions from Red Cross workers. About 150 women participated in the emergency effort.

**THE TROUBLED CHILD**—how to understand him and guide him — was the basis of a major cooperative project in Minnesota during the past year.

- **Experts on youth problems** prepared a series of nine articles on troubled children, each written from a different vantage point.
- **Their authoritative views** appeared simultaneously in *The M.E.A. Journal*, the *School Board Journal*, and the *Minnesota Parent-Teacher*.
- **The same information and guidance** were thereby presented to educators, parents, and school boards for their consideration, and thus a road to cooperative action was paved.

**MAN-SIZED ASSIGNMENTS** or tasks attractive to men are numerous, according to the *West Virginia Parent-Teacher*, which lists only a few:

- **Promoting the P.T.A. to other men** would be a challenge to a man given the membership chairmanship or co-chairmanship.
- **Husband-and-wife committee** chairmanship permits parents' teamwork on projects benefiting all family groups.
- **Leading young peoples' leisure** activities often provides an outlet for hobby interests that require special masculine skills or know-how.

- **Liaison work** between the P.T.A. and men's organizations is easy for the men who already belong to such groups.
- **Speaking** before other groups is fun for the natural speaker with access to state and National Congress resource materials.
- **A watch-dog committee** to check on law enforcement is a good spot for a man.
- **Realistic evaluation** of community needs often requires a man's specialized training or experience.
- **Cooperative programs** involving the schools and business or industry as well as vocational guidance clinics put to good use men's specialized experience.
- **Contacts** with government agencies, often also headed by men, can be maintained with ease by a man.

**A UNIQUE ART GALLERY** to instill among students an appreciation of contemporary art is maintained by the Gulf Beaches Elementary School P.T.A., St. Petersburg, Fla.

- **One membership** in the St. Petersburg Art League was purchased for the school by the P.T.A.
- **The privilege of borrowing** two paintings a month for



exhibit on school premises goes with the membership; similar lending libraries are conducted by many universities, museums, and art groups.

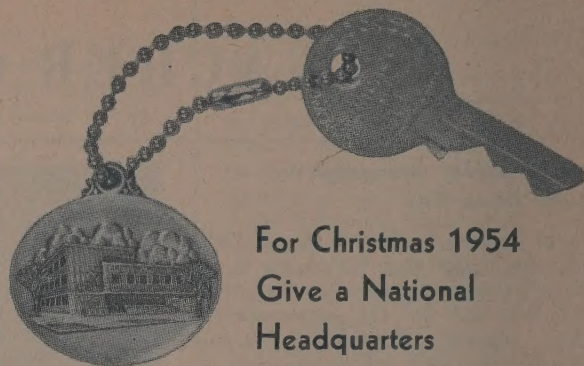
- **Paintings are selected** by the area art supervisor, the person best qualified for the task.
- **Styles range** from abstract to realistic, to counteract biases due to ignorance or intolerance of specific types of painting.
- **Only professional art** of exhibition quality is circulated, so children learn to appreciate mediums, techniques, and elements of design of outstanding living artists.
- **The site selected for hanging paintings** is the school cafeteria, where they are always a source of interest and discussion.
- **As valuable resource material**, the paintings are also used in classrooms for art instruction.

**SPELLING BEES**—hard work to some—have always been fun, so the Mainland High School P.T.A. (Daytona Beach, Fla.) arranged a contest based on knowledge of the eighth-grade word list:

- **Moms and Dads** formed one team, and were given a handicap of having to spell each word submitted three ways.
- **Four National Honor Society** students manned the second team, and they had to spell each word assigned one way.
- **Who won?** The parents! Although the students began quietly brushing up after the unexpected setback, the contest provides insufficient grounds for jumping to conclusions.

**THE "BETTER-THAN-CINERAMA"** program prepared by the faculty to interpret the work of Midvale Elementary School (Madison, Wisconsin) at a P.T.A. meeting developed as follows:

- **Typical classroom activities**, helpful to the development of a child's knowledge of the world around him, were suggested by the teachers.
- **Representative topics** to depict work in different grades or to symbolize educational philosophy were then selected by the principal for use.
- **Color snapshots** of classroom work—from the scrutiny of a Monarch butterfly to the churning of butter—were then taken to illustrate the topics.
- **Camera studies**, three to six from each grade, showed day-to-day work from the kindergarten to the sixth grade.
- **A series of slides** was prepared, and a commentary—with bits of classroom reading, discussion, singing interspersed—was tape-recorded.
- **The premiere performance** of "Midvale—The Story of a School" drew a crowd of five hundred first nighters who had to be divided into shifts for a double run of the program.
- **"Neighborhood showings"** were given later for the board of education, the school administrators, university summer classes, and an orientation course for pre-school parents.
- **Midvale P.T.A.**, thrilled by the audio-visual interpretation, voted to foot all expenses and to finance a sequel to the series.



## For Christmas 1954 Give a National Headquarters Key Ring

Suited to Christmas giving is this new headquarters souvenir key ring, featuring a bronze medallion with the seal of the National Congress on one side and a picture of our new building on the other. A small ball chain for keys is attached. To every friend of the P.T.A. it's a pleasant way to say "season's greetings."

Each key ring is separately boxed and is priced at 75 cents. Ten cents from every sale will go into the national headquarters fund. Key rings may be purchased from your state congress office or from the National Office. Add them to your Christmas list today.

**YOUTH GROUP LEADERS** may be found by following suggestions made by the chairman of the committee on cooperation with youth groups of the Oregon Congress:

- **Arrange a community-wide** enrollment meeting for young people interested in joining various youth groups.
- **Require a parent** to accompany the young folks. The parents may become aware of the shortage of leaders and interested in helping to relieve it.
- **Reassure potential but inexperienced** leaders that high school and college students are already members of youth groups who will be glad and able to be of assistance.
- **Talk about** the idea of the fun and the satisfaction to be gained from working with youth. Your enthusiasm will be contagious!
- **Promote and organize** a combined community leadership training workshop where leaders from all groups interested in youth work (Sunday school teachers included) can share ideas.